



EMERGING ISSUES AND CHALLENGES IN HIGHER EDUCATION IN INDIA

Dr. Md Siddique Hossain

Assistant Professor, Department of Education, Pandaveswar College, Pandaveswar, Paschim Bardhaman

ABSTRACT

Becoming a developed society is the new task facing the nation at the start of the twenty-first century. This will need the swift introduction of a knowledge-based economy and a new social order based on fairness and human values. The rapid development of expertise over the previous few decades, the advent of usable tools of technology for communication and information, and other scientific advancements have all contributed to the rise of competence as a defining attribute of global development. It has a positive impact on Indian culture and improves people's standard of living. Therefore, India has to quickly improve and refocus its higher education system so that it can exert more influence and compete more effectively. This study is an attempt by the researcher to describe the current state of Indian higher education, the new problems that have arisen, the causes of these problems, and some potential solutions.

KEYWORDS: Higher Education, Emerging Issues and Challenges.

INTRODUCTION

Knowledge generation and distribution are catalytic change agents that may be used as instruments for long-term human growth. However, at the present time, only roughly 12.4% of Indian citizens are enrolled in postsecondary institutions. The United States (82%) and China (23% and 75%) have substantially greater enrolment rates than South Africa's 5%. To the academic year 2009-10, India was home to 504 universities. The National Knowledge Commission has suggested that the nation's 1,500 higher education institutions significantly increase their offerings to students. Only one Indian Institute of Technology (IIT) made it into the London Times Higher Education Supplement's list of the world's top 200 universities. In a similar vein, the Academic Ranking of World institutions (2008) found that just eight percent of American institutions were included in its list of the top 500 universities in the world. Twenty-six are from the United Kingdom, eight are from China, fifty are from Singapore, thirty-five are from Australia, and five are from India. Only two Indian colleges (out of a total of 450) made it into the top 500 worldwide, and both were ranked rather low. IIS Bangalore had 300-400, while IIT Kharagpur had 401-500. Increased funding and quality assurance are required to improve India's higher education system. Higher education in India has difficulties due to the necessity for growth without sacrificing quality and the effects of globalisation. In addition, becoming a developed society at the start of the twenty-first century is a new issue facing the nation. This will need the swift introduction of a knowledge-based economy and a new social order based on fairness and human values. Due to the rapid development of expertise over the last couple of centuries, the advent of helpful tools of information and communication technology, and other developments in science, competence has become a defining feature of development across the world. It has a positive impact on Indian culture and improves people's standard of living. Therefore, India has to quickly improve and refocus its higher education system so that it can exert more influence and compete more effectively. There are more considerations as well. The dilemma that emerges now is how to deal with these difficulties. The research has been completed.

OBJECTIVES

- To take stock of where Indian higher education is right now.
- To identify problems and difficulties in India's higher education system.
- To identify the causes of this.
- To propose corrective actions to address these issues.

HIGHER EDUCATION IN INDIA

India is at a turning point in its history. It's a huge market for schools and universities. A total of almost 587 million individuals under the age of 25 are now in this position. About 144 million individuals in India, between the ages of 18 and 23, will be part of a suitable population for higher education. As India has shifted to a based on understanding, service-driven economy, its people have become a valuable resource with immense growth capacity. However, the country's infrastructure is insufficient to support the delivery of education, especially at the tertiary and vocational levels. New methods of education and training are necessary since the current system cannot keep up with the demands of globalisation, technological development, and the education of this human capital. The system of higher education in India is intricate. It has over 128 million people enrolled in higher education. It's the second biggest nation in Asia and the third largest in the globe. The involvement percentage is substantially

lower for women, and there are much larger gaps across regions and socioeconomic classes. There are over 22,500 schools, and on average, each one has 600 pupils. But they don't do the job. The state's governmental bodies are in disrepair. The administration of universities is very bureaucratic and centralised. Accountability is not required. They are not making enough progress. There is a severe lack of high-quality vocational education and training currently available. Most professionals have not had considerable training. A lack of curriculum updating. Many schools lack proper accreditation. As before, government aid is scant and poorly distributed. Student loans are only available to a tiny fraction of college students. Most professional organisations have recently increased their fees by significant percentages without providing any explanation. The 11th five-year plan aims to increase university and college enrollment via "expanding access to high-quality, relevant education that is accessible to all" through implementing essential curricular changes. Our principal objective is to see to it that all citizens of India, irrespective of their economic status, have a comparable opportunity to a university education.

At the conclusion of the 12th plan (2017), the government aims to increase GER to 21% from the 15% achieved at the end of the 11th plan (2012). The percentage of India's GDP allocated to education is 3.7%. Only 0.66 percent of this is allocated to higher education, which is well below average. Kothari's Classification of the Roles of Higher Education in Modern Society.

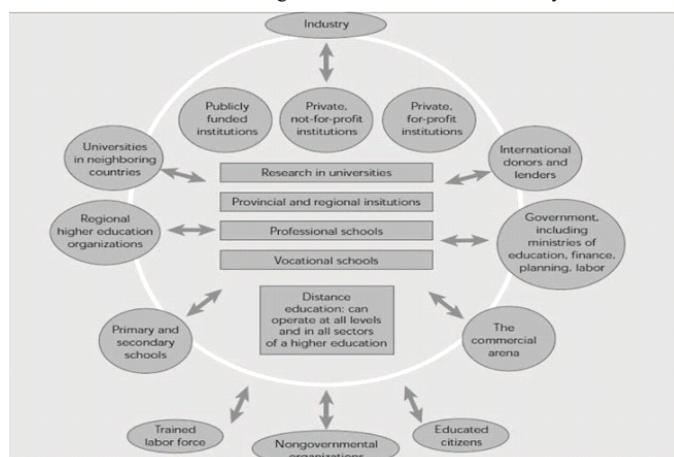


Table: Status of Higher Education in India

	M	FM	F	in
Number of tertiary students	9	9	74	18
Tertiary enrolment data	Number of tertiary students	Number of tertiary students	Number of tertiary students	Number of tertiary students
1975	1980	1985	1990	1995
3043865	3545318	4181980	4815185	5521995
1965	1975	1985	1995	2005
4470844	5151990	59901990	69901995	79901995
Public expenditure on % of GNP	1990	% of Govt. spending	% of GNP	% of Govt. spending
Education as a whole	3.91	1990	1995	1995
1985	12.23	411.6		
Expenditure on tertiary education	Public current spending	Tertiary expenditure		
education on higher education as	% total public spending on education	GNP per capita		
4950974	5695780	199578	13.7	1995
15.3				

Other data: Adult literacy, GDP per capita, Life expectancy at birth, Human development



The group suggested allocating 6% of GDP to education. Out of a total of 6% of GDP, the Knowledge Commission suggests allocating 1.5% to higher education. Diversification is taking place in the realm of higher education. This is occurring on both the horizontal (with the addition of new suppliers) and vertical (with the proliferation of new kinds of institutions) levels. The greatest way for the system to meet the needs of its constituents, both students and the country as a whole, is for it to be as varied as possible. It's also blatantly visible in India.

IMMERGING ISSUES AND CHALLENGES

Sam Pitroda, head of the Knowledge Commission in 2009, said, "We certainly have talent shortages. grave issues that have arisen because our higher education system does not provide adequate resources to satisfy current and future demands. The new minister of higher education has initiated regulatory and governance reforms, such as the creation of an overarching authority for higher education and research, the implementation of a system to detect and punish educational malpractices, the establishment of mandatory assessment and accreditation practises, and the establishment of educational tribunals for expedited resolution of disputes. These measures were hastily drafted, requiring the passage of several legislation, which runs counter to the government's stated preference for a coordinated strategy. A "choice-based" credit system is another suggested change, as is the routine upgrading of curricula. In India, today's pupils don't have many options. They all follow the same curriculum, which hasn't been

updated in decades. A new credit system would chunk the curriculum into manageable chunks and provide students more flexibility in selecting from a range of courses that are periodically updated. These are essential changes, but they have been discussed for over two decades and, as in the past, would be met with significant resistance by the heavily unionised faculty. The planned legislation of the new government and the five-year plan do not offer a solid foundation for the necessary structural changes. A keepsake from (Agarwal, IGHEs, 2010) There is a massive demand-supply mismatch in India's higher education sector due to inadequate budgetary resources and low fee structures, which have slowed the establishment of Government institutions. The higher education community must focus on three critical issues: access, diversity, and excellence. The government's strategy to overcome it has been well thought out. However, carrying it through would be too challenging.

Some more obstacles to India's higher education system are listed below.

- Higher Education Appointment Process.
- Not enough thorough research has been done.
- Confusion about which degrees are the most advanced.
- Variation in service standards and regulatory framework.
- Inadequate facilities.
- Corruption in the University System.
- Failures in teaching, learning, and assessment.
- The politicisation of schools of higher learning.
- Accreditation flaw.
- Management by a single authority.
- Insufficiency of available funds. A lack of information and communication technology (ICT) funding for educational institutions.
- Disparity in financing for research.
- Administration errors.
- There is a huge shortage of teachers.
- Only 29% of schools are recognised as legitimate.
- Disconnect between preparation and action
- The regular revision of standards by organisations with supreme authority, such as the National Council for Teachers of English (NCTE) and others.
- A lack of communication between affiliated universities causes confusion.
- The increasing commodification of universities.
- Disparities based on location, caste, and gender.
- Overspecialization.
- Higher education institutions with subpar leadership.
- There are fewer schools of high quality.
- Poor administration.
- Incompetent teaching staff.
- Lack of independence.
- There are unanticipated consequences to the rapid growth of universities.
- Distinguishing between universities and colleges.
- Knowledge quickening.
- Issues affecting women and other marginalised communities.
- Disinterested Citizens.
- Not rooted on democratic principles

CAUSES OF THESE PROBLEMS AND DIFFICULTIES

Overcoming obstacles and problems is due to a combination of circumstances. Some of them are listed below:

- A failure to invest politically and monetarily.
- The inability to see.
- Globalisation and its repercussions.
- Initial disadvantaged conditions.
- A lack of knowledge.
- Reluctance.
- Preconceived notions.
- The weight that rate-of-return research carries.
- Bribery.
- Government oversight and direction, similar to how the military, infrastructure, and other mechanisms are managed.
- The performance of the higher education sector was hampered, and new governance practises were stymied, because of a failure to appreciate the need of adopting the long view.
- There is a severe lack of available talent

Many universities fell victim to factional practises as a result of politicians' propensity to meddle in the sector, with political considerations replacing quality in things such as student admissions, faculty hiring and advancement, and course development.

REMEDIAL MEASURES FOR COMBATING THESE CHALLENGES

Several recommendations are provided that might aid in overcoming the aforementioned difficulties.

1. GROWTH

- Establishing at least twice as many universities as are now in existence.
- Clearly established connections to other industries.

Changes to the current mechanism for colleges and universities governance are necessary so that:

- Decide entry requirements;
- Award degrees;
- Regulate quality. Certification of Universities and Colleges Finances Disbursement AICHE is a complete idea in this respect. It must be implemented in good faith.
- The development, testing, and rollout of new curricula and academic programmes, including the expansion or introduction of general education, necessitate adequate, stable, and long-term funding; the recruitment, retention, and advancement of qualified faculty members necessitate adequate, stable, and long-term funding; and the maintenance of existing educational infrastructure, including but not limited to the availability of computers and the Internet, scientific laboratories and equipment, and more traditional infrastructure such as libraries, classrooms, dorms, and recreation.

2. EXCELLENC

- Establishing a few exemplary educational institutions Organisational stratification; Adaptability
- Reforming current universities via continuous internal evaluation using memory testing;
- Promoting public-private collaborations.
- Adopting a grading system similar to that used by the IGNOU It is recommended to do qualitative studies.
- Better compensation for excellent work is needed to retain our talented faculty.
- Efficient distribution of funds between different needs (development, compensation, retirement, upkeep, etc.). There should be no political or governmental influence in the position of vice chancellor.
- The Academic Council will be in charge of making decisions and developing new methods.
- Colleges and universities need both independence and responsibility in their administration.

3. RESTRUCTURE UNDERGRADUATE COLLEGE

These colleges should be need based like America community college.

4. TO IMPROVE QUALITY

- Having a service available online would increase openness and responsibility. As a result, it's crucial to provide comprehensive explanations on the site.
- Encourage self- and peer-evaluation in the classroom.
- Upgrading infrastructure.
- Improving and training of teachers.
- Review of the grading system and course content on an ongoing basis.
- Enhance ICT infrastructure.
- clear cut guidelines.
- Supportive legal and regulatory structure.
- Immunity for political manipulation

5. GOVERNANCE

- Colleges and universities need to be given greater freedom. Shared Governance;
- Accreditation; Job Security; Cooperation; Financial Stability; Regular Testing of Standards; defined responsibilities and roles; Employment Decisions Based on Performance
- The government should not meddle as much in universities.
- All meetings of University Governing Councils and other executive/academic bodies must be open to the public. The University Acts in each state should be examined and updated quickly to account for these changes.
- At every level of education, student representation on the governing body should be increased. All political meddling must cease immediately.
- Raising the standard of their own internal administration.

6. SCIENCE AND TECHNOLOGY

- Instruments both material and intellectual
- Effective management of personnel Strategies for scientific growth.
- Applications of knowledge technology Local/regional/international collaboration.
- Reform of intellectual property rights

7. UNIVERSITY INDUSTRY COOPERATION

To develop industry university cooperation the following tips may be helpful.

- Carefully plan undergraduate industry-related courses to expose students to real-world difficulties and needs;

- Invite industry professionals to provide extended lectures;
- Involve industry professionals in curriculum creation.
- Degree curriculum should be specialised, a liaison unit should be set up to collect information from businesses, and courses designed to help students become entrepreneurs should be made available.

8. OPPORTUNITY AND FAIRNESS:

- Policy-makers must consider gender, rurality, and urbanity gaps while designing and executing the higher education system.
- Government funding for higher education must be increased.
- The freedom to information at universities is one area that needs immediate improvement.
- It is essential that all levels of operation be conducted openly.
- Our nation needs policies that prioritise efficiency and the pooling of resources across departments and organisations.
- It is imperative that poor communities and individuals have access to opportunities.
- It is crucial that the state shoulder the primary burden of funding the universities.
- Our concerns for justice, performance, and competence in higher education need extraordinary caution in the attempts to mobilise resources.
- Scholarships, stipends, and other forms of financial aid for students are worthy of serious consideration in universities.

9. INCLUSION

- Make sure that all qualified students may join.
- Identifying the many forms of inequality;
- Providing adequately financed scholarships to students from low-income families.
- Need is the primary factor in making reservations.

10. HIGHER EDUCATION FUNDING

To develop financial aspect of higher education the following tips may be helpful.

1. Introducing high-paying, niche programmes for international students
2. Integrating learning and work environments
3. Maximising current assets.
4. Promoting responsibility at all decision-making levels
5. Reducing wastage and unused resources Institutional stationery printing and publishing promotion
6. Promoting initiatives to get financial support from businesses and other organisations.
7. Creating alumni groups to raise money
8. Introducing consultation services based on accumulated expertise at the institutions
9. Reducing the need for faculty and staff at each school via the use of technology expertise
10. - Explaining the Student Loan Programme
11. Creating low-priced educational options like online schools and community colleges
12. Promote corporate giving.
13. Institutions of higher education should design their own curricula and programmes in response to assessments of local requirements.
14. Those who stand to gain should do so collectively; this includes students, businesses, and the general populace.
15. New information technology provides exceptional possibilities for accommodating growing demand at affordable prices.

11. EVALUATION AND ASSESSMENT SYSTEM

1. University students' academic plans should properly include Continuous Internal Assessment.
2. Universities may adopt appropriate and efficient feedback procedures.
3. The evaluation system has to be structured such that the pupils' level of understanding can be calculated.
4. All fields of study should use rigorous scientific approaches for creating inquire about banking systems.
5. A database may be built on computers for each field.
6. All educators, but especially new hires, need solid introductions to various forms of evaluation.
7. A sound framework for updating the Exam Colleges and universities need to develop their units.
8. Using the latest cutting-edge information and communication technology, the process of assessment must be electronically stored in its entirety for optimal performance and efficacy.
9. It is important to promote and motivate studies that examine the usefulness and effectiveness of current evaluation types and methods for improving them at each individual institution.

12. EDUCATIONAL VALUES

1. To instill in students and teachers the achievement of calm, commitment to reality and correct behaviour peaceful protest, and

empathy, understanding, love for humanity as a whole, reverence for the patriotic nation and the crown of its customs and practises, and responsible citizenship, psychic education may be included in the syllabus for higher education.

2. The principles of humanity should ideally be integrated into and studied in all subject areas.
3. Correct measures of assistance should be prioritised with regards to the creation of suitable study material for this.
4. There is considerable benefit in providing students with a unique orientation course focused on value education.
5. The curriculum as a whole, including classroom practises, textbooks, and materials, should be founded on moral principles.

CONCLUSION

India, with its huge population, has to be very careful with its university system. Reforming higher education may start with developing a plan for a more coherent system. Educationists, business leaders, government officials, prospective students, and anyone with a stake in the outcome of this change need to come together for an open and well-informed conversation. Adaptations should be made so that it works with India's current political and social structures as well as its economic and historical capacity and cultural norms. Political interference in the process should be avoided at all costs. A common goal should direct the evolution and improvement of higher education's structure and administration. Convincing the public of the general value of higher education will need long-term political and financial commitment and high-level support. Higher education should be linked to other policy initiatives in order to improve surviving educational initiatives, such as those in science and technology, foster and encourage strong faculties, and design and implement new educational courses, such as those that focus on supplying an all-around education while assisting shining and inspired learners from backgrounds of poverty get over their educational failings. Other necessary measures include progress in areas like public health, trade reform, and the expansion of financial markets. The dividends of a college degree are slow in coming. There may be quick fixes for setting up schools, but it will take decades to get people to buy into and spread the principles and best practises of higher education.

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